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Descriptors- *ADULT EDUCATION, *ECONOMIC DEVELOPMENT, *INDIVIDUAL DEVELOPMENT, *INDUSTRIALIZATION, *LEISURE TIME

Two principal speeches at the Conference were "The Educational Requirements of Working Life" (Paul Cherrington) and "Leisure as a Consequence of Economic Development" (Herbert Grau). Mr. Cherrington stated that adult education starts at about 21 years of age, has to do with experienced people, and is concerned with individual development and the effects of change on individuals rather than with acquisition of facts. In spite of the introduction of liberal elements into industrial education, adult education has its own job to do and must use a variety of approaches, all differing from those essential to industrial education. Adult education must maintain its independence if it is to influence industry and the educational establishment. Dr. Grau stated that although leisure and economic development interact, it is not a simple cause and effect relationship. Creative activity is the essence of leisure, although its pattern differs with geography, social class, stage of development, and other factors. Since leisure is an opportunity for the individual to find himself, adult educators have a duty to try to help people in their organizations to leave, to do things for themselves, and to find their individual patterns of leisure activity. (Discussion followed the speeches.) (aj)

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EUROPEAN BUREAU OF ADULT EDUCATION
8, Gardini Nes
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"Conference on "Adult Education in a changing context of Work and
Leisure", held at Strasbourg, at the House of Europe, 26th
October 1967.

The President introduced M. de Roulet

M. de Roulet welcoming the Conference on behalf of the Council
of Europe, said that the C.C.C. saw as its task the promotion of
life-long education in a world characterized by development. The
last third of the present century would see the emergence of the
post-industrial society. Personal incomes would average 4000
dollars a year in North America, 1800 dollars a year in Western
Europe and 800 dollars a year in Russia. Europe is faced with
the challenge of the economically most advanced countries, the
U.S.A., Canada and Japan and must accept the challenge or fall
behind those countries that possess the keys to research and
technology...

Life-long education is necessary if people are really to under-
stand the dynamic time in which they live. Only adult education
will allow today's adults to respond effectively. By 1975, to
take a single example of the rate of change, communication
satellites will probably allow television programmes from any
number of countries to be received in any part of the world. A
student will merely turn a knob and receive the programme in the
language of his choice. The cost of education by satellite in
an undeveloped country has been put at about four French francs
per head per year...

In the light of developments of this kind the work of such
organizations as the Bureau has a special significance and he
wishes it all success.

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The President, in thanking M. de Roulet, underlined the Bureau's debt to the Council of Europe. The link between the two Bodies had grown in strength and usefulness during the past two years but we were still only at the beginning of this valuable relationship. It is in the nature of living things always to be at the beginning. The Bureau was always pre-occupied with questions of finance for continuance of its work; but it was now firmly established and could face these problems re-inforced by the support of a solid body of respected organizations. We were concerned in all our countries to promote the conception of permanent education.

The President then expressed his pleasure in calling on Mr. Paul Cherrington, a personal friend, a member of the staff of the Administrative Staff College and formerly Warden of the adult education college 'Urchfont Manor', in Wiltshire, England. to speak on "The educational requirements of working life". Mr. Paul Cherrington began by outlining the nature of his interest in the topic in the light of his present and earlier experience. After a liberal vocational education at Cambridge he trained as a lawyer. Coming out of the services after World War II he had been attracted to the new wave of interest in adult education and applied his earlier experience to the teaching of legal, political and social subjects in adult classes. Then followed the wardenship of Urchfont Adult Residential College where he became involved in industrial education for foremen and junior managers including the provision of courses in "Thinking, Speaking and Writing" as a liberal element in vocational education. From Urchfont he went to a large elec-

tronics undertaking to work administratively with 200 physicists. His current concern was with the management of people and large scale organizations, with the analysis of enterprises in action and their links with overseas markets. In this work, he and his colleagues found themselves drawing on the fields of social science, economics and psychology.

"I do not think it profitable to attempt to define Adult Education in precise terms" continued Mr. Cherrington. I take a mystic view that it starts at about 21 years of age and has to do with experienced people. When we are very young we are concerned with the acquisition of knowledge but as we grow older we are concerned with its use. Adult Education is concerned with individual development and the effects of change on individuals rather than with acquisition of facts. Subject matter does not count so much as the changes going on inside an individual in response to external stimuli. The examination dominates activities of some academic institutions. Our concern is to allow people to learn freely what they want to know. Of course there is no absolute difference between the education of the young, traditional adult education and vocational education, but emphasis and direction do differ substantially.

Turning to the second term of my title, what does work demand of people? An American writer identifies three kinds of working skills, Technical, Human and Conceptual. Technical Skills are required from workmen, technicians and such people as work study operators, i.e. in the area of management concerned with manipulating THINGS.

As a man rises in the world of management he needs them less. But management must train people in these skills; they are beloved by teachers - for they are relatively easy to teach and to examine. The teaching of 'Management' per se is very different.

Human skills are concerned with how to work as a member of a group. By definition, they involve dealing with PEOPLE: they become more important as a man rises in management; they are difficult to define, to teach and to examine but employers are beginning to recognize the value of education designed to develop them.

Conceptual Skills consist in the capacity to recognize RELATIONSHIPS within a business enterprise, this means capacity to deal with the claims of various departments; claims that must be met at different times - the claims for example of production and marketing. There are also relations with other firms and with international markets. These skills are clearly needed at the top of large enterprises. Employers find the need for prowess in conceptual skills when dealing with Governments at home and overseas but they are unsure about the possibility of formalising training for them. Under pressure to reduce costs, they are disposed to say "let us train in techniques and human relationships", the areas in which they can see results. The recent Ford strike in Britain provides an example of the need for conceptual skills at the top. The lesson drawn by one senior executive was the need to teach people how to behave when tempers became frayed.

"What", Mr. Cherrington asked, "do people want from work?"

The American sociologist, Maslow, has tried to relate human needs to the working situation. He defines human needs as

a) physiological: the need for food, shelter; b) freedom from pain, from unemployment and so on; c) love, sex, children; d) esteem, recognition - the ego needs; e) self expression and personal growth; f) to know and to understand, and finally g) the aesthetic needs. A human being has a sense of deprivation until these needs are satisfied. There is no need to accept all of this but it enables us to pose the question "How many of these needs can be satisfied at work in a factory or office?" and so to establish a critique of the industrial system. Another much quoted American writer, says that people working in an industrial society are expected to be passive and subordinate. They are asked to respect a few shallow abilities: they are highly paid to act as children. They do not get from their work what adults want from life.

If adult education can contribute to the development of these skills does this imply that it should be centred in a place of work? In my view there are serious limitations to such a course even when Management is sympathetic. I think it would be a bad thing if Adult Education lost its power as an outside group. In saying this I do not imply any disapproval of work or industry - for we live by it. I mean that every component of society has its own particular job to perform. Industry has the stern task of converting resources into useable goods and services. Galbraith, it is true, questions whether industry is only concerned with production and distribution. That is the job in-

dustry is geared to do and it must look into that direction in order to use resources economically. But Adult Education must look another way, if it is to act effectively as a pressure group on Industry and on Educational establishments, notably Universities. I repeat that, as I understand it, Adult Education is concerned with the education of people with experience. Most other forms of education are concerned with preparing students for examinations, with preparing them for experience. Looked at in this way, Adult Education has its own essential job to do, and this leads me to say that, in spite of the introduction of liberal elements into industrial education, we should beware of accepting large sums of money from industry if thereby we prejudice our independence. Adult educators may have a variety of approaches but they all differ from those that are essential in industrial education.

The President then introduced Dr Herbert Grau, Director of the Folk High School at Linz in Austria and Vice President of the Association of Folk High Schools in his country, to speak on "Leisure as a consequence of Economic Development".

Dr Grau began by recording that since he was 25 he had been interested in the relationship of leisure to work and to adult education. "I see adult education", he continued, "from various points of view, e.g. its distribution in space; its history; its structure and, I would add, the conceptual approach. People have more opportunities for leisure today than ever before; the point at issue is: "How will they use it?"

The first factor is time, that is the number of free hours at our disposal. Certain "free" hours are given us by nature. Longer holidays are a result of social progress. But we should remember the Saints' Days of old, which provided our ancestors with leisure breaks in their working lives. Historically, we also note the presence of a "leisured class".... The second element of leisure is freedom, the ability to determine the use of free time for ones' self. It must be real freedom, and on this some questions must be raised. How far are people conditioned in their attitudes, sub-consciously perhaps, by publicity and propaganda? How far is leisure wasted? Is leisure lost by sitting in front of a television set? Leisure can involve activity - or resting. It is possible to switch from doing nothing, from meditation and contemplation to doing too much. In some societies men will work overtime to earn more money and thereby achieve a different type of leisure. To take the second term of my title, "the Consequences of Economic Development" men have certainly achieved more industrial production of equipment to put leisure to better use. But the progress of mechanization can lead both to technological leisure and to technological unemployment - an enforced 'leisure'. A more complicated organization of production involves strict rules of procedure and rhythm. New ways of production dictate the hours both of work and leisure for the many. Those who are free to choose often tend to mix work and leisure. The pressure of advertising results in 'consumption' leisure as a means of achieving social esteem.

Another aspect of 'Leisure as a result of economic development' appears in social resistance by Trade Unions to a purely economic way of thinking. One of their objects in the past was a division of the 24 hour day into eight hours work, eight hours leisure and eight hours sleep. Historically the more social rights have been legalised, the more Trade Unions have agitated for an extension of free time. But now the question is asked "What to do with these additional free hours?" And no one seems to know the exact answer. There is talk of 'Educational Holidays' - but education for what? A new conscious use of leisure to achieve human and social values should come through education, but also through forms of publicity involving the whole of society. It is not sufficient to go on for ever campaigning for fewer hours of work.

The title allocated to me implies a cause and effect sequence: 'Leisure as a consequence of Economic Development', but there really is no cause and effect if we consider the qualitative use of leisure. Supposing the terms were reversed and we addressed ourselves to "Economic Development as a result of Leisure"? Edison is one of the long line of people who have thought up inventions and then had the ability to put them to use. Karl Marx, working in the British Museum, thought of the power of the social uses of leisure. The present use of leisure follows economic influences. This is the quantitative use of leisure. Mass communication is concerned with encouraging leisure activities to impress neighbours; the use of leisure as a social symbol.

It is arguable that economic development may result in lack of leisure. There are recognizable prestige patterns accepted today. Leisure is manipulated to meet the desires of families. If the washing machine breaks down and the dealer cannot effect a repair within a month then people look to "self help" and "Do it yourself". We see husband and wife both at work, sometimes at the expense of the children, in order to earn more money... In Europe we have had the 8 hour day for nearly 50 years, but twice in the same period we have seen five years preparation for war, followed by five years of war and five years recovery from war. In some undeveloped areas people have more leisure because economic development has not caught up with them! Natural influences come into play: it is too hot to work in the middle of the day and we see the institution of the siesta. In some warm countries the fertility of nature provides people with just enough to sustain life and such people often have deeply rooted ways of employing their leisure.

It is not by chance that long term residential adult education started in the northern countries, those countries of the long winter months. People wished to use their enforced leisure as an opportunity for more, not less, activity. The Folk High School prepares for more activity. What I am suggesting is that, although leisure and economic development interact, it is not a case of a simple cause and effect relationship.

We must think of the quantitative and qualitative use of leisure as two basic elements in a developed economic society. Averages, market research, statistics are all quantitative elements in an industrial society. The qualitative element is concerned with

how to improve the doing of something you want to do, with how to have a rest not just with having a rest. what is the nature of relaxation? Is it a fact that many people want to be seen engaging in certain leisure activities because of the social prestige they give? Many people want mass spectacles. Yet it can be contended that leisure is, above all, opportunity for 'individuation', to be enjoyed in a home - or alone in the mountains or by a lake. We must ask ourselves 'how far has leisure been transformed by economic development'?

Relaxation is a good thing if we can choose when to relax. But rest from work because of pressure cannot be regarded as a part of leisure. The use of drugs to induce relaxation may be a consequence of economic pressures... There is an important contrast between the academic who watches a 'thriller' because he knows he needs this kind of break and a man who subjects himself to entertainment when he knows no need of it. Such people will go to the cinema four times a week or spend hours sitting in front of a television set, exercising no discrimination and consequently no possibility of self development. Adult Education, claiming to be concerned with self-expression and self-realization should help people to select.

Leisure is often regarded as a symbol taken over from a previous age when luxury was a perquisite of the upper classes. Now the masses demand cars or what have you to imitate the symbols of traditional upper classes. Leisure becomes another such symbol... But Adult Education should help a man to return to himself and to seek the means of a constructive and qualitative leisure.

Creative-active is the essence of leisure and there can be no rigid pattern. 'Pattern' may depend on geography, social class, stage of development and many other factors. Adult Education, I suggest, has an 'accompanying' function in its relation with vocational education and a 'compensating' function in its relation to leisure. Vocational Education conforms to rules. In its compensating role Education should stress the more general possibilities of life!

A special kind of creative activity is reserved for the leisure hours. The more a man's environment imposes a strain on nerves and muscles the more need he has for compensating activities to take care of physiological and psychological health. Leisure-time devoted to static entertainment is a response to the slogans "just enjoy yourself" and "stay where you are". But Adult Education says "do something and learn to do it better", "develop social contacts, learn to entertain yourself and others". The filling of time may be important but there should always be intervals for personal participation. Beware of the situation where there is "ten minutes for Milan Cathedral, sorry, no time left, we must go on to Florence!"

Leisure is opportunity for the individual to find himself especially where, in the work situation he has become alienated from his working experience. This being so, we should not, as adult educationalists, try to keep people in our organizations for ever but actively help them to leave us, to stand on their own feet and to do things for themselves. It may be that we cannot compete with the commercial entertainers in reaching the

majority but we can certainly work with minorities, developing a conception of not one, but of many leisures since the best use of leisure is individual. The use of leisure for evening pursuits, for week-ends, for holidays and for old-age may be very different. It is not our task as adult educators to endeavour to organize a man's every week-end; let him spend it often at home with his family. Of course considerations of time, space and distance must be emphasized. It is right that we should impress our ideas on regional planners who should be concerned with the provision of easily accessible leisure centres. We need research about leisure. But here and now, the fact of leisure, whether consequence or cause of economic development, presents us with an imperative challenge.

D I S C U S S I O N

Note. The report of the discussion stimulated by the opening addresses which follows does not follow a logical pattern. It is presented in some detail, however, as illustrating the great diversity of adult education both in concept and execution. Only by recognizing this diversity can we reach the position of mutual respect that makes discussion across national boundaries fruitful.

Mr. Littlecott, asked whether people fought shy of leisure? Working people often offset the leisure opportunities of a shorter working week by seeking overtime employment or a second job and this phenomenon was not limited to one country.

Miss Ruth Lazarus called attention to the leisure problems of women, which fell into a different pattern. Many were employed

half time in industry and commerce; many worked at home as wives and mothers and often had 'dead' time on their hands... She differentiated between two concepts, real leisure which was time won after work in industry and the enforced 'leisure' one saw in underdeveloped countries which she preferred to regard as 'dead time'.

Mr. Paul Cherrington said that inventors and scientists have the leisure to carry out their useful functions. The activity of innovators was very interesting. People who have initiated advances have often been people who at one time were working in industry. These people will tend to do what they want to do in any case. Should society endeavour to give some people more leisure? Rather than innovation we now needed the successful and more universal application of what is already known. People in the world were dying from starvation and lack of amenity. We needed to refine techniques of social organization to combat these world problems... He was interested in a reference made by Dr Grau to 'strange rhythms'. What are these rhythms? The African has a rhythm of employment. An employer will lose most of his labour force for a while, they will return to their garden, home and family and then return unabashed to their employment. He doubted if there was a natural rhythm. The problem was to find satisfactory rhythms. Does shift work involve a strange rhythm? Undoubtedly the demands of the computer will impose new rhythms.

Dr. Grau disagreed with Miss Lazarus. He did not think 'dead time' was the right term to use for the rest time in non-industrially developed southern countries. 'Rest time' was a concept of industrial society.

The President, in opening the AFTERNOON SESSION, said that the morning speakers had provided a number of hooks on which ideas could be hung. We were working under limitations but as experienced adult educationalists he hoped the company would be able to transcend those limitations.

Dr Speiser said that in some ways the two talks lacked connection. First: A man is but one man in his working life and in his leisure time. Both spheres are interconnected. Industrial managers have stated that they are concerned with what their employees do in their leisure time... Secondly: was the age of 21 regarded as the age of entry into adult education? What of the younger people? He would like to hear views... Thirdly: there had been stress on the individual. Is he more important than the concept of man in society? From the Montreal Conference to this years Brussels' conference the inter-relationship between the traditional concept of liberal education and professional and industrial education has been stressed.... Dr Speiser was interested in Dr Grau's insistence on the main task, that of making people aware that they should choose for themselves what they should do with their leisure. Adult Educators were faced with the pressure and the seductive influences of the mass media. In spite of what Dr Grau had said about a man spending his week-ends at home with his family, Dr Speiser was convinced that adult education bodies offer week-end activities and educational holidays, destined to grow in importance. He felt that their main task was to find the right balance between self-realization, the getting over of tiredness induced

by work and the nonsense of some leisure-time pursuits. It was the task of Adult Education to help people to put their leisure time to the best use both for themselves and society.

Mr Westerhuis asked whether school and traditional college education, industrial education and adult education should be kept so distinct and so far apart as Mr Cherrington seemed to suggest. Should they not be interdependent? This plea for independence, in his view, came from the philosophy of putting Adult Education on too high a level. He thought it was necessary for Adult Education to co-operate as closely as possible with the schools and with industry. Much in school education needed to be broadened and renewed. They were busy renewing school organization in Holland. In England they were witnessing the great drive towards comprehensive education. In this period of change they were concerned not only with organization but with renewing educational methods. School education was both general and vocational. Industry should make a big impact on vocational education. He would stress the importance of linking Adult Education with school and industrial education even at the cost of reducing the freedom of manoeuvre in adult education.

Mr Gaardø said that both talks had given a critical approach but, in his view, not critical enough. We should criticize our weakness: The best was not being done for leisure-time and vocational education because our methodology was not good enough... It was noted that the wastage due to "drop outs" from courses was very high. How can these potential "drop outs" be kept active in the educational field? One of the weaknesses in Italy was the high

turnover of teachers. Moreover, they were not very well-trained teachers and these were reasons for the drop-out of students... He saw the need for an independent Adult Education because an over-strong influence from industry on vocational education would tend to make it narrow. How can we from the institutional and methodological point of view best help in the solution of these problems? Certainly, we needed the active participation of students in influencing and, perhaps, controlling the curriculum. We should not be too much concerned with the individual. There is a mean somewhere towards which we should strive.

Mr Evans was interested in the view expressed by Mr Cherrington that Universities tended to put things in the way of students' learning. But he was glad that he exempted the Extra Mural Departments as he was employed by one of them.

One of his colleagues had been conducting night-shift classes for shop-stewards. He did not know whether this activity had resulted in more strikes or less... He noted a predominance of males in this conference. He was interested in women in many ways, but he was bound to be interested in women professionally because there was a predominance of women in Adult Education classes... He taught Literature. Men stayed away, presumably because they thought and were satisfied that men had produced the greatest musicians, writers and painters. Most of the women students were of mature years. But he had found classes for young mothers particularly rewarding. They seemed to find refreshment and nourishment in this relief from their domestic

and maternal cares. While it was important to dwell on the relaxation of the male wage and salary earner some attention should be given to the claims of his wife, the mother of his children. The appropriate provision for one-half of the human race was important for adult education. There was a grave shortage of premises in which to hold day-classes for women. The schools were in use. Church Halls were cold and uninviting. Not every private house could provide accommodation for up to twenty-five women students plus their pre-school age children. He would welcome the thoughts of colleagues from other countries on this subject.

Mr Cherrington said his choice of 21 years as the age for entry into adult education was based on the need for adequate experience. The teaching of children and adults requires different techniques. Middle-aged foremen would take hold of a point and spend hours in discussing it. But young apprentices would want more facts and more knowledge presented to them. These were important aspects of methodology... He stood firm in his objection to adult education giving up any of its freedoms. He was firmly of the view that the schools, colleges and universities, together with industrial education had a different contribution to make to that of adult education. The basic aim of industry is production. Adult Education should always remind Industry that they were dealing with people. The university is concerned with the continuity of learning. The job of Adult Education was to find out the educational needs of ordinary people and to see they were met. In the process they would establish links with other worlds of education.

Dr Grau agreed that there were aspects and problems of leisure peculiar to women; in spite of the fact that they have more to do than men they voluntarily join adult education classes in greater numbers and for longer periods than do men. They also live longer than their husbands and enjoy a longer student life... It was important that young men should be led into society. He was convinced that Adult Education should endeavour to develop people as individuals, to make them more independent and capable of deciding for themselves whether their contribution was to be a passive or an active one. We should be content if a man, without our aid, was using his leisure happily. When the month of May came we should drive our students out of our institutions. They should then have better things to do. We should exercise humility and offer them possibilities for activity without in any way seeking to force them to use them. We should not make people dependent on our organizing something. The best way to deal with the question of "drop outs" is to promote an atmosphere of friendship and obligation to a group. Promote student contacts with other people and with learning. The mark of a good adult education group was its acceptance of its obligation to the teacher and to itself as a group.

Mr. Barbichon said he was struck by the point made by Mr Cherrington of the child's dependence on his parents and the workers' dependence on the foreman. Was not this dependent attitude encouraged at school? The school environment is made a passive one. Isn't the genesis of the problems the same; does it not spring from the same social and cultural background? And should

not Adult Education question the assumptions which bring this about?... He thought the age of entry at 21 to be right and asked whether adult education should not create new educational patterns. Mr. Cherrington had talked of conceptual skills. Some people from colleges were able to deal with philosophical questions, but totally unable to tackle practical, everyday questions. These questions were social, political and economic. It was disquieting that people were unable or unwilling to cope with them, but did this not give Adult Education a chance to offer a new pattern? Could not Adult Education devise an educational pattern to prepare people for social life. He thought it was largely a question of methodology... He saw the economic problems of production and consumption coming into the social field, Why should not the problem of participation in political, economic and social matters be approached from a cultural point of view? "Participation" was of the first importance. The difficulties of everyday life might well be the incentive for people to get together and discuss their common problems.

Dr Grau intervened to say that some needs were artificially created in order to promote consumption. It is when a man reads a book or looks at television at the right moment for him that he is acting naturally. He is responding to his needs, much can be learnt from pathological anthropology which has come into adult education in recent years. We should ask that each person has an individual rhythm.

The President said that if he understood Dr Grau right the position was something like this: The biological processes in the development of man have been long drawn out. Now social evolution was moving at a great speed. Modern industrial society tends to impose rhythms which are foreign to the traditional rhythms.

Mr. Söderquist said that ordinary men had never carried the same degree of responsibility as they do today. Twenty years ago, in Sweden, large firms started experiments in all types of adult education. This was done during a time of increasing leisure in order that people might recharge their batteries and regain something of what they had lost in a strenuous working week.

Miss Lazarus said she liked the analogy of good French cooking where the attempt was made to balance flavours and ingredients: this was integration. One could conceive of horizontal integration in education, bringing vocational and liberal education together. Special education can be given by special people in special places. O.k., but, if it is not doing its job you cannot send faulty education back to the factory as you could a washing machine... Take another analogy - a building. What we are doing is to add painfully storey after storey on top of an already eight storey building of school education. Any good architect would condemn such a system of construction. We must look to the structure. We must look to the base. We must conceive of vertical integration and ask how the school system

prepares young adults. We must erect buildings that we should all like to live in.

Mr. Hajer asked Dr Grau whether, within the context of our work, we must accept the urbanised, highly industrialised society.

Dr. Grau said he thought we had to accept it with all its advantages and disadvantages. One of our tasks should be to make people aware of the disadvantages and to attempt to promote activities which would provide compensation.

Mr. Dolff said that he was concerned with the future of Adult Education in all western countries. It was necessary in a rapidly changing world to equip people to survive in the world of tomorrow. From what age should we do this? We could not assume in present circumstances that we were merely faced with another generation of young men and women, aged 21. We were not. Their experience of life was very different from what ours had been at age 21. They had not experienced the normal follow-up of a generation as we had done. They had very few contacts with people of an earlier generation... To turn to another aspect, he felt that Adult Education had missed the boat in the past by not being prepared to work with Industry. We still tended to put Liberal Education at the top with all other forms of education below. He could not accept this romantic and unrealistic view. He thought Industrial Education, Professional Education, Further Education, Liberal Education, School Education were all part of one process - without top or bottom.

Mr. Barbichon was not sure that he had understood our Swedish Colleague. If he was not being ironical he was embarrassed. For it sounded as though adult education was being provided by Swedish industry for ulterior motives. Are products to be regarded as abstractions to which machines and men should be adapted? Economic problems are human problems. The substance of Economics was merely men producing and consuming.

Mr. Cherrington agreed that it would appear that the Swedish experience was ulterior in design. He was interested because he would prefer English Industry to look to Swedish experience of sophisticated production rather than to America. It simply added force to his argument that the sole job of industry was to operate a system of production. Professor Galbraith says that Industry cannot educate, only train. It is the job of the Adult Education Movement to educate. In his country Adult Education was often a part of the English system of protest. This appears in different ways in other countries. Employers therefore would be taking a risk if they provided adult education in the tradition of the adult education movement. Are we next to have Trades Unions run by Government? Surely they should represent their members?

The Secretary said that he found it difficult to follow Mr Cherrington's division. As he saw it Adult Education was part of Education Permanente. He thought the task was to renew Education in the schools, the universities and in the world of leisure. He would not strive to distinguish between the various aspects of Education as Mr. Cherrington had done. His emphasis

would be on the desirability of bringing them together.

Mrs Charlesworth agreed with Miss Lazarus that you must have the base in sight before you could have a superstructure of quality. The trouble in the past had been that purely academic education had been divorced from life. Adolescents had not been prepared for later life. Their education had been carried to a certain point and then abruptly stopped. If there had been more enlightened vocational guidance, the position might have been better. She hoped that schools would let their pupils know about the opportunities afforded by Adult Education, especially those who were going straight from school into employment... With regard to the further education of women, the Women's Voluntary Organizations did a remarkable job especially among the younger women. They seem to have organized their lives in such a way as to allow them leisure to come together. The task of adult education for older women was much more difficult. They had to be exposed to it: it could not be imposed. They were not attracted to courses on political issues or on international relations. They were more interested in Welfare and in the practical schools. The great thing for the "animateur" was to touch them in the right spot to get a response... Mrs Charlesworth would like to see more attention given to the problem of Education for Retirement. It needed to start some years before retirement. For some, retirement presented no problem but alas, most elderly people were not prepared for retirement when it came.

Mr Söderquist wanted the conference to be clear on the Swedish situation. Swedish industrialists looked to adult educators to help the workers use their leisure time in such a way as to restore what was being lost during five days of work. They wanted to see all library, sporting and similar facilities used to the full. All sorts of activities and pursuits, cultural, physical, recreational, once the preserves of the more leisured classes were now open to working people. The industrialists in Sweden appreciated this and sought to enlist the aid of adult educators in the task. The younger workers understand and are responding. In one part of Sweden a prominent industrialist had become the leader of the adult education movement in his area. He had discovered the necessity for broadening the opportunities for the common man.

Dr Grau sought to clarify his position. He had been talking about one part of Adult Education - the leisure function and quite simply, their job was to meet human needs.... He thought that mature women will join classes if we start with their immediate interests. Start with a sewing class and then broaden out.... He agreed that Education for Retirement was an essential part of our work. He would start at age 50 and co-operate with the Trades Unions and Employers. Much could be gained in this field from British experience.... In reply to Mr. Söderquist he did not think it was sufficient to run courses in Economics: in the Adult Education Movement we should always stress the responsibility to the group. Some mass production was not designed to meet human needs There was often an attempt to create

an atmosphere in which need would be simulated.

Mr. Roels said that traditional Adult Education thought in terms of our society and our culture as it is now. It should also concern itself with the renewal of culture and society. We should offer our students the fruits of new experiments coming from western and non-western cultures and societies. Adult Education must function as motivators and multipliers towards a better life. It is in this way that our classes should be concerned with social and political education.

Mr. Stapel felt uneasy about some of the statements made today. Was adult education becoming conformist in its relation with industrial society? Should we not ask critical questions of today's Establishment and Industry? In the Netherlands, the Ministry of Defence had asked, if naval officers could attend Adult Education Classes. The reply had been "Yes! provided we can discuss with them whether an Army and Navy is necessary and whether there was any danger from Russia." These terms had been agreed... He stressed the non-conformist role of Adult Education. The Movement should function with a view to the future. We were emerging into a lazy-time society... He questioned Dr. Grau's insistence on standards. Who was to decide the standards? Who should say that the passive use of leisure was as good or better or worse than the impassive? There should be a chance to discuss the framework of society and to be "uneconomic" if one wished. The vogue of the "Hippies" showed older people that we were dealing with not only a new generation but a different generation who did not share their view

of society. For many work experience was a bore. Already, in the U.S.A. there were countless thousands of people who will never work again. This phenomenon was bound to spread to other countries. Then the conceptions of "work" and "leisure" will have different meanings. We have too much concern with the present framework of industrial society. We should have a commitment for the future.

Mr. Gaardø said that the Danish Bishop Grundtvig wanted understanding more than knowledge. The concern was not to give people a chance to obtain a diploma or to improve their vocational status. The new Act in Denmark will be concerned with Leisure... He recounted the story of a Danish lady in her eighties who joined a "leather" class. She then wanted a stool to sit on and she joined the carpentry class and made it. At the age of 84 she applied to join an English class because "she wanted to keep up with her grandchildren".

Mr. Evens took up Mr. Cherrington's point that the function of Adult Education was different to that of the "big brother" in industry. We should realize that we have our point of view and can influence "big brother"... In considering the suggested entry into Adult Education at 21 he commented on a recent pamphlet published by the Department of Education and Science in England concerning the raising of the school leaving age from 15 to 16. The ideas and concepts had been taken from adult education and had been adapted for the use of pupils from age 11. In the past, the narrow concepts taught in schools had led to

students coming to adult education ill-equipped... He had recently, for the good of his soul, taken a course entitled "Introduction to the Computer". The lecturer had no conception of how to contact his class. There was a great task of training people possessed of valuable technical skills who cannot relate them to the personal needs of students. Finally, in the great changes that were now taking place in industry many people would have to be retrained. If Adult Education were to make its maximum contribution he agreed that it should retain its independence and resist the overtures of pressure groups.

Dr. Grau in his summing-up said that it was not so much a question of "what" to do as "how" to do it. Standards and norms must come in for the educator. Can the educator approve of the "nonsense" use of leisure? We must get people to develop skills from the simple beginnings: they must first know the possibilities and the limitations of the media and tools with which they were working. When they have mastered these principles they could begin to have fun. The educator cannot do his job without influencing people.

Mr. Cherrington, in his final statement, said that we have a dilemma. We must extract resources from nature if we wanted to achieve a standard of living commensurate with Sweden and the U.S.A. But we also wanted "the good life". Was there nothing in life but production and distribution? He repeated, the job of the industrialist was the competitive one, of extracting and refining to meet the material needs of man. Adult Education was much more concerned with "the good life". These are two poles.

True, some people in adult education have a particular interest in Industry. He had, but his chief interest was in adult education. What are the effects on people who are working within the technocracies we have already achieved? Should we not be concerned with what the result is? In our working arrangements with Industry we must never lose sight of the principles and the objectives of adult education.

The President, in thanking the two speakers on behalf of the Conference made special reference to the heavy load carried by Dr. Grau in thinking and speaking in an alien tongue.

Friday A.M. session of Conference, 27th October 1967.

The President welcomed the connection of the Bureau with the Council and its Officers. The Bureau wished to help the work of the C.C.C. and, reciprocally to seek its aid in promoting the work of the Bureau.

M. Jocher reported on changes in structure initiated by the Secretary General and endorsed by the Council of Ministers on the basis of a working-party report on structure and organization.

The new structure covers

1. a Division for Education and Research (sub-divided between (a) Higher Education and Research and (b) Technical and General Education.
2. Out-of-School activities (sub-divided between (a) Youth (b) Adult Education and (c) Sport).

The functions of the former Committee for film and audio-visual media had now been taken over by other Committees, mainly by the one concerned with Technical and General Education.

3. A new division has been created for Educational Documentation and Research.

Reports. The "Staffing" Report prepared by the Bureau had been a pronounced success and all stocks were quickly exhausted.

The report entitled "New trends in Adult Education" resulting from the conference at Marly-le-Roi was now available and comments would be welcomed.

'Exchange Scheme'

Mr. Jocher explained the machinery of the scheme for promoting exchange visits by adult educators by means of travel grants from the cultural fund and asked delegates to familiarise themselves with it and to make contact with their appropriate government departments.

Conferences and study groups

Proposals - 1968 - Austria 'Science'

1968 - Oslo 'Public Libraries'

1969 - The Arts

Two study groups had been working on "Education by Correspondence" based on Swedish experience and they hoped to publish their findings in 1968. The various projects now envisaged were seen as contributory to an ultimate forward looking report on the development of adult education in Europe as a 'co-ordinated' and 'harmonised' although not uniform system.

Discussion

Mr. Dolff asked whether it was possible for Adult Education Organizations to approach the C.C.C. direct in view of the independent status of many of the agencies.

Mr. Jocher said that the C.C.C. must deal with Governments- but there was always the telephone!

The President reported that the Secretary of the Bureau had sent details of the C.C.C. Exchange Scheme to all constituents.

Mr. Evens asked if ^{further} information could be given about the Marly-le-Roi conference.

The Secretary said that it had afforded a valuable opportunity to reinforce contacts already built up. Three points struck him

as important. 1. The conception of "Education Permanente" was a difficult one. 2. Research was being handled in a pragmatic way in several countries. 3. The C.C.C. could help a great deal in clarifying the situation...

It was apparent that adult educationists had more in common than was assumed ten years ago and there was greater willingness to regard concepts coming from other countries seriously. The spirit as well as the letter of the Marly Conference should reinforce the work of the C.C.C. in this field.

Dr. Speiser hoped that in the plan for development outlined by Mr. Jocher attention would be paid to Russian experience in combined schemes of T.V. teaching, face-to-face teaching, radio and correspondence which was being systematically used. The future of Adult Education was tied up very closely with the Mass Media, particularly in thinly populated and mountainous areas.

Mr. Damen asked if there were any hypotheses for the study of the theory of adult education.

The President said that they had become aware of initiatives being taken in many countries and there was need to evaluate them as a basis for a coherent theory.

Mr. Gelpi insisted that the Council of Europe could, if it wished, do much for the voluntary workers and movements in adult education. The work of Signor Dolci in Sicily was the most important piece of work carried out in Italy in recent years. But it had received no help from Government. If the C.C.C. would publicise what was being done in non-governmental

fields in various countries they would be able to emphasise that work of the quality of Signor Dolci's was of the first significance and deserving of Government support.

Mr. Amberg said that the Report of the Marly-le-Roi Conference contained proposals for the coordination of research. Given the changes in structure and organisation of the C.C.C. outlined by Mr. Jocher, how could they be developed?

Mr. de Roulet indicated that this would be a task for the Division for Documentation and Research as a servicing agency for the two main Committees. Working relations had also been established with the Psychological Institute in Strasbourg on the topic of Education Permanente.

The Secretary said that he had understood from Mr. Jocher that the Film Section of the new Division was to be concerned very largely with the Schools' Branch. Did this mean that there would be less opportunity to use film in connection with the C.C.C. work in Adult Education?

Mr. de Roulet said that they were endeavouring to integrate their audio-visual activities with the work of the two Committees. The Out-of-School Committee will continue to be interested in any audio-visual media which could be valuable in their work.

The President said that it was difficult in a short session to comprehend the extensive and complicated range of work tackled by the C.C.C. but Mr. de Roulet and Mr. Jocher had helped them to clear a lot of ground... He thought that there was a tendency in the C.C.C. report on the Marly-le-Roi conference to depreciate the importance of established work. The problem was to inter-fuse older methods of proved value with new concepts involving governmental action.

Mr. de Roulet said he could reassure the President on this point. Many member states had reached a new degree of sophistication as industrial societies.

A new scientific approach was being sought to establish needs and then to refine techniques to meet them. It was necessary to determine priorities but they would remain realistic if based on present practice... Governments were seeking the views of the Council of Europe on the problems of man in society. They were trying to prepare records for decision making bodies. The Marly-le-Roi Report was not presented as a final judgement but rather as a stimulus to further action. A majority of members of the Technical and Higher Education Committee of the C.C.C., had recently expressed interest in the conception of Education Permanente. It was relevant for example to the training of teachers particularly in the light of Swedish experience. Students should be taught to take the initiative in learning with the help of modern aids..

The Chairman of the three Committees of C.C.C. would attend meetings of the Council of Europe as coordinating agent for the various phases of education.

The session concluded with warm expressions of thanks to Mr. de Roulet and Mr. Jocher.

ERIC Clearinghouse

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on Adult Education